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ABSTRACT

The experiences of a variety of independent colleges and universities in New York State in providing different kinds of on-campus child care are described in this report. Findings were gathered from a survey and several interviews of academic institutions in order to assess various options in child care arrangements. The report consists of three main sections. First, off-campus and on-campus child care facilities are described, and main sources of revenue for child care centers are indicated. Second, results of a survey of the 108 member institutions of the Commission on Independent Colleges and Universities are reported, and data on 16 child care facilities affiliated with the 14 independent institutions offering on-campus care are summarized in 2 tables. Third, in order to provide additional information useful to institutions considering the establishment of a child care service, interviews were conducted with directors of 14 of the 16 on-campus child care facilities. The interview schedule included queries on space and facilities, costs and funding sources, regulatory and inspection agencies, and staffing. Findings of the interviews are reported in brief case studies. (RH)

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ON-CAMPUS CHILD CARE AT INDEPENDENT COLLEGES AND UNIVERSITIES IN NEW YORK STATE

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COMMISSION ON INDEPENDENT COLLEGES AND UNIVERSITIES
37 Elk Street
Albany, New York 12224

May 1982

FORWARD

The lack of adequate day care facilities for preschool children often prevents adult women from pursuing higher education and from seeking academic employment.

Recognizing this, Henry D. Paley, president of the Commission on Independent Colleges and Universities, authorized the development of a research project which would examine on-campus child care in the independent sector of higher education in New York State. With the approval of the cIcu Board of Trustees, an application for funding was submitted to the Ford Foundation and was acted upon favorably. The project was conducted from June 1981 to May 1982 under the guidance of an Advisory Board chaired by Sister Doris Smith, president of the College of Mount Saint Vincent, and including Professor Irene S. Shigaki, coordinator of the Infant and Toddlers Care Program of New York University, Deborah Paruolo, executive director of the Admission Referral and Information Center, and Peter Hopke, executive assistant to the president of cIcu. The primary purpose of the project was to collect, analyze, and present information which would be useful to academic institutions considering the various options in child care arrangements.

Many people were especially helpful to the project: the members of the Advisory Board; the directors of on-campus child care facilities who responded to our questions; Henry D. Paley, Peter Hopke, Sonnie Walker, and Maureen Burke of cIcu; Phyllis Bader-Borel of SUNY; and Janet Podell, Steven Anzovin, and Roger Podell. The author expresses his gratitude to them, to cIcu and the Ford Foundation. Of course, the author remains solely responsible for any inadequacies or errors in the project or in this report.

Lawrence Podell, Ph.D.
May 1982

Dr. Lawrence Podell is Professor of Management at the Bernard M. Baruch College of the City University of New York. Formerly, he was Dean of C.W. Post College of Long Island University, and, prior to that, he was University Dean for Program and Policy Research of CUNY. Among his publications are Revenues and Expenditures of Postsecondary Education in New York State, FY 1975-1977 cIcu, 1979 and Proposals for the Use of Public Funds in Financing Postsecondary Education in New York State, C.W. Post Center, Long Island University, 1979.

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INTRODUCTION

Programs for children on college and university campuses have been in existence since before the turn of the century. John Dewey founded a campus laboratory school at the University of Chicago in 1896; faculty members at the same school developed a parent cooperative for their children in 1916. Child research centers were established by the University of Iowa in 1917 and by Columbia University and Yale University soon after.

During the 1920s, several major colleges and universities established laboratory nursery schools or centers for the study of preschool children as part of their academic programs. The number of on-campus programs for children grew during the 1930s and '40s as colleges and universities undertook to provide training for personnel to staff the emergency nursery schools of the Depression and the child care centers of World War II--both supported by federal funds.

During the 1950s and '60s, with the impetus of the war on poverty, federally-funded programs to upgrade the preschool education of children of the poor were developed on many campuses. By 1971, 40 percent of the nation's 1,100 senior colleges and unversities had some kind of preschool program.

By the 1970s, the feminist campaign for changes in sex-role expectations had brought about an increase in the number of women seeking higher education. Further, with the establishment of affirmative action guidelines, colleges and universities actively sought to recruit and retain women on their faculties. These factors led to the creation of child care services at many institutions, particularly public community colleges and independent regional schools geared to serving community needs and commuter students. Prior to the 1970s, most on-campus programs for children were laboratory nursery schools or child study centers established by institutions as part of their academic interest in child development or early childhood education. That decade saw the growth of on-campus child care centers created in response to parents' needs for supervision of their children while they went to school or to work in the school.

Since most laboratory nursery schools and child study centers are affiliated with academic departments, their activities generally follow the academic calendar. Their directors are usually faculty members and their teachers have appropriate graduate degrees. As the primary focus of laboratory nursery schools and child study centers is educational, their emphasis is on providing training for students and research opportunities for students and faculty.

In contrast, the establishment of on-campus child care centers is usually a matter of student or staff need. Some are operated by the institutions, others by parents or student governments, still others by some combination thereof. Most of the parents are employed by or are students at the institutions. Because child attendance varies with parental work assignments or class schedules, the centers usually remain open all day. Consequently, they must meet state and local requirements regarding rest periods, meals, facilities, space, program, staffing, health and safety. Generally, the centers are not part of an academic department or school, and neither their directors nor their teachers have faculty appointments. All centers have a custodial function; beyond that, they vary considerably in their concern for child development, ranging from drop-in centers providing simple supervision on an hourly basis to preschools with fixed schedules and structured programs.

CHILD CARE AND ITS ADVANTAGES

Between the early and late 1970s, the number of women students over 25 years of age more than doubled. Nationally, they now total over 11 million, constituting two-thirds of all students over the age of 25. Most observers of higher education trends anticipate that the proportion of older female enrollees will grow even larger in the 1980s and '90s, as the traditional college population (18 to 22 years old) declines.

More women will be planning for lifetime employment, often resulting in college attendance while their children are young. Demographers project that, from now until the 1990s, the number of preschool children will increase by more than one-third. Consequently, as enrollment of young adult women increases, so will the need for child care--to secure the time necessary to attend classes and conferences, write papers, use the library and laboratories, and participate in school-related activities.

Included in the pool of potential faculty members are women who obtained their graduate education in the past decade and now have preschool children. The availability of child care would abet their employment in full-time and adjunct faculty ranks. In addition, the recruitment and retention of women will help institutions implement their affirmative action policies.

College involvement with child care can take many forms, ranging from simply making referrals to operating an all-day facility throughout the workweek.

Off-campus facilities

The minding of children in their own home by a spouse, older sibling, other relative, neighbor, friend, or sitter is the most usual form of child care. However, there are parents who cannot use home child care. The parents' schedules are often incompatible and the increasing number of single parent households makes this option less applicable. Because families have fewer children, there are fewer siblings old enough for child-minding. Further, the mobility of American families has resulted in fewer of them living close to relatives. And, increasingly, neighbors and friends are employed or going to school themselves. Where parents cannot make their own child-minding arrangements, colleges may facilitate matters by offering a clearinghouse through which arrangements can be made between parents who wish to cooperate or with sitters offering their services.

There are people who mind children in their homes on a regular basis. In larger communities, providers of such services may be licensed by local authorities. Colleges may perform a "referral" service by sending inquiring parents to nearby providers. They may also contract with such providers for the care of a specified number of children.

Colleges may also refer inquiring parents to child care centers or nursery schools which are run by profit-making organizations or non-profit agencies located in schools, churches, storefronts, settlement houses and housing projects. In many communities and on many campuses--especially in or near housing facilities for married students and families--parent cooperatives have developed in which student and faculty parents share the responsibility for child care, taking turns themselves or assisting staff members employed by the cooperative.

On-campus facilities

Some on-campus facilities emphasize academic rather than child care functions. But laboratory schools and child study centers are not the subject of this report. Our concern is with on-campus programs whose primary focus is neither research nor the training of educators, but the temporary care of preschool children.

Child care centers on campus may simply be playrooms offering child-minding services on a drop-in basis, or they may have a more development-oriented program, professional staff, and a structured schedule. Hourly fees are usually charged.

Some are nursery schools, offering a half-day schedule (three hours or less per day) and operating in conformity with the regulations of the locality (especially its school system and its health, fire, and building departments) and the state. In New York State, these requirements are described in the Regulations for Voluntary Registration of Nonpublic Nursery Schools and Kindergartens by the State Education Department (New York State Education Department, Albany, New York, 1980). The regulations concern the physical features of classrooms and outdoor play areas. They establish standards for nutrition, resting, sanitation, health, fire, and safety, as well as equipment and programs, staff requirements, and teacher-pupil ratios.

Day care centers with full-day schedules also must conform to local and state regulations. In New York State, these requirements are described in Day Care Center Licensing Regulations (Publication No. 1056A, New York State Department

of Social Services, Albany, New York, March 1980).* These requirements establish standards for physical features, sanitation, safety, staffing, staff-child ratios, nutrition, health services, program, transportation, and recordkeeping.

A few are infant-care centers for which there are special regulations. In New York State, the category of infant includes children from 8 weeks to 3 years of age. The special requirements for infant care are also described in Day Care Center Licensing Regulations.

Sometimes on-campus child care centers are sponsored by a consortium of academic institutions. Generally, such a center is sponsored by one college and routinely admits children whose parents are affiliated with another.

The provision of on-campus child care services can produce such benefits as:

(1) increased enrollment of young adult students, especially mothers;

(2) decreased rates of attrition, absence, and tardiness among such students;

(3) increased quality of student academic performance, especially where it involves time-consuming activity (e.g., extensive reading, library research, preparation of term papers);

(4) increased participation in extra-curricular activities;

(5) increased flexibility in adult students' scheduling, providing more students for courses which previously had insufficient enrollment;

(6) increased ability to attract and retain competent women in the faculty and staff ranks, and decrease in their absenteeism and lateness;

(7) increased flexibility in the scheduling of classes to be taught by such faculty; and,

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*In New York City, child day-care is regulated by the Division of Day Care, Department of Health, 65 Worth Street, (212) 334-7814.

(8) to the extent that the on-campus care services are available to parents affiliated with other academic institutions or to parents residing in the community, better intercollege and town-gown relations.

Funding sources

The main source of revenue for child-care centers is parent fees. Although arrangements vary rates are generally based on usage. Sometimes there are differential rates depending upon parental income or affiliation (student vs. faculty, college-affiliated vs. unaffiliated). If the enrollment is small, user fees may be too high for many students and alternative funding sources must be found.

Colleges and universities, or their schools or departments, often aid child care centers, especially in the initial year, with direct grants of funds or with subsidization in kind (usually with donations of space, utilities, and maintenance, janitorial, security, and telephone services, and less often, staff salaries).

Student governments and faculty associations often view child care as an important service to their constituents which warrants subsidization.

The Foundation Center (888 Seventh Avenue, New York, New York 10016) produces reference works which are excellent sources of information about possible foundation grants.

The Foundation Directory, available in most college libraries, contains data on more than 3,000 foundations including areas of their primary interest, criteria for and limitations on grants (e.g., geographic), financial information (including range of grants), persons to contact and application deadlines.

The Foundation Grants Index Annual lists foundation grants of $5,000 or more by over 400 major foundations. The Foundation Center's Comsearch Printouts indexes grants by subject and recipient.

In general, local foundations tend to fund local programs. Often, they are too small to be included in major sources documents, but they may be listed in state foundation directories.

The dollar amount of corporate philanthropic grants exceeds that of foundation grants. Among the sources of information on corporate giving are the Foundation Center's Corporate Foundation Profiles, which contains comprehensive analyses of over 200 of the largest company-sponsored foundations plus summary data for 300 more, and The Corporate Fund Raising Directory, produced by the Public Service Materials Center (415 Lexington Avenue, New York, New York 10017), which includes information on 350 firms. Corporations' interest priorities and eligibility criteria may be determined from these basic references.

Child Care centers serving community residents might be eligible for grants from the Community Chest or United Way. Since the application process varies from one place to another, inquires concerning eligibility requirements and funding procedures should be directed to the local agency. Additional revenues may be obtained through fund raising events and through donations of money, furniture, and equipment from alumni, residents, local businesses and community, civic, and church groups.

Federal programs: Domestic programs of the federal government are in the process of being reassessed. In recent years sources of grant funding for on-campus child care programs included the following: the National School Lunch Act, Section 13 (U.S. Department of Agriculture), for food, meal preparation, and service equipment; the Comprehensive Employment and Training Act (U.S. Department of Labor), for salaries of certain staff; the Social Security Act, Title XX (U.S. Department of Health and Human Services), for the fees of income-eligible parents; the Vocational Education Act and the Adult Education Act (U.S. Department of Education), for funds allocated to institutions by the state, to provide child care services to selected postsecondary students.

State programs: The State of California provides funds for child care centers serving student-parents in its public and independent colleges. The State of New York subsidizes child care services only for low-income parents enrolled in two-year undergraduate college programs with a specific vocational objective. Low-income parents attending four-year colleges or universities are not eligible for these services.

SURVEY OF ON-CAMPUS CHILD CARE IN NEW YORK STATE

In the summer of 1981, a survey was conducted of the member institutions of the Commission on Independent Colleges and Universities. All responded. Of the 108 institutions:

...14 had child care facilities on campus*
including one with three separate facilities,
...and nine used child care facilities off campus.**

For purposes of this report, facilities that were laboratory schools of child study centers--that is, those that were an integral part of particular academic programs and were primarily concerned with the conduct of research and/or the training of professionals--were excluded.***

Table A summarizes the data on the 16 child care facilities that are affiliated with the 14 independent institutions offering on-campus care. The table includes the name of the facility, its director, the number of children and the affiliations of their parents (e.g., student, faculty, staff). It also includes the hours that the facility is open, the number of professionals and non-professionals on its staff, and its annual budget and sources of funding (e.g., parent fees, university or college funds or services) in 1981.

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*Adelphi University, Bard College, Columbia University (with three facilities), Cornell University, Hamilton College, Hofstra University, Malcolm-King Harlem: College Extension, Marist College, Rochester Institute of Technology, Russell Sage College, Saint Thomas Aquinas College, Union College, Vassar College and Wells College.

**As examples: Colgate University contributes money to an off-campus facility in which half of the children have parents who are affiliated with the institution; Saint Lawrence University provides a house at nominal rent to a community facility which offers child care services.

***Among the institutions with laboratory schools or child study centers were Bank Street College of Education, Barnard College, College of New Rochelle, Skidmore College, and Syracuse University.

All the facilities were funded by parent fees and university/college funds and/or services. Other factors varied considerably: size of enrollment ranged from 14 to 65 children, number of professionals on staff varied from one part-time to eight full-time, annual budgets ranged from $35,000 to $150,000. Some facilities secured additional funding from student governments, gifts and grants, fund-raising, and federal and local governments.*

The facilities range from drop-in centers providing supervision on an hourly basis to preschools with highly structured programs. Some enroll primarily institution-affiliated children, while others provide extensive service to the community. Some maintain schedules of less than three hours a day per child, while others offer all-day, five-day schedules and daily hot lunches. There are parent cooperatives loosely affiliated with institutions and there are centers that are integral parts of the colleges. In some cases staff members hold faculty rank or administrative positions. They receive salaries, fringe benefits and tuition remission from the institution. The level of institutional participation ranges from minimal to major subsidization.

The variation in on-campus child care facilities and in the academic institutions with which they are affiliated suggests that an institution considering the establishment of a child care service is likely to find appropriate models among those which have already been tried. Interested administrators may benefit from the experience of institutions with a kindred student population or educational purpose and may discover features of their child care arrangements that can be adapted.

With this possibility in mind, the principal investigator visited 14 of the 16 on-campus child care facilities** and held interviews with their directors in order to obtain useful

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*Table B lists the on-campus child day-care facilities to be found in the institutions of the State University of New York. They tend to be larger than those in the independent sector and have more sources of funding.

**Of the two that were not visited, one, at Hamilton College replied very late to the survey. The other, Malcolm-King: Harlem College Extension, had a facility, program, and hours suited to its unique mission.

information beyond the summary data provided by the survey. These facilities are located in the following regions of New York State:

Capital District: Russell Sage College and Union College
Mid-Hudson: Bard College, Marist College and Vassar College
New York City: Columbia University
Suburban New York City: Adelphi University, Hofstra University and Saint Thomas Aquinas College
Finger Lakes: Cornell University and Wells College
Western: Rochester Institute of Technology

The content of these interviews was influenced by the survey replies of those institutions without on-campus child care. For example, 42 institutions without child care programs answered "Yes" to the survey question, "At present, is there an interest in offering (on-campus day care services for children)?" The survey continued: "If Yes, what are the major obstacles (if any)?" The most frequently cited obstacles were space/facilities and funds.*

Space/facilities	50.4%
Funds	47.6%
Regulations**	14.2%
Staffing	9.5%

In light of these survey responses, the interview schedule included queries on space and facilities, costs and funding sources, regulatory and inspection agencies, and staffing.

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*Mentioned less often were insufficient interest by potential users, 7.1 percent, and availability of off-campus day care facilities, 7.1 percent. Other obstacles were mentioned by less than 5 percent.

**Mentioned especially by institutions in New York City where child day care is regulated by the city's Department of Health.

Another survey question directed to institutions without child care programs was: "Are there any questions that you would like to ask of those who have on-campus day care services for children?" The 30 who answered "Yes" indicated that the following were major concerns:

Sources of funds*	63.3%
Operating costs**	63.3%
Legal requirements***	50.0%

Other concerns raised by the institutions included the kind of staff needed (including volunteers), 26.7 percent; kinds of space, facilities, or equipment needed, 23.3 percent; available schedules, 23.3 percent kinds of users (including numbers of children and their ages and characteristics of parents), 20 percent; benefits to the institution (e.g., attraction of new students, retention of students, increase in course enrollment), 20 percent; organizational issues (e.g., relationship to administrative and departmental structure), 13.3 percent; liability and insurance issues, 13.3 percent.**** The interview schedule was designed to include these items as well.

The results of the interviews follow.

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*Including questions about parent fees and grants obtained.

**Including questions about self-support, institutional subsidy, and cost-effectiveness.

***Mentioned especially by institutions in New York City, where child day care is regulated by the city's Department of Health.

****Other concerns were indicated by less than 10 percent.

TABLE A: ON-CAMPUS CHILD CARE FACILITIES* AT INDEPENDENT INSTITUTIONS OF HIGHER LEARNING, NEW YORK STATE, 1981

INSTITUTION	DIRECTOR	CHILDREN'S PARENTS** St	FS	O	HOURS	STAFF*** PROF FT	PT	NON-P FT	PT	BUDGET	FUNDING**** Par Fees	Univ Fund	Univ Serv	Other
Adelphi University: Child Activity Center	Anita Defelice (516) 294-8700 x7365	35	15	18	M-F 8:30-5	2	-	-	-	$ 45,000	$	$	$	
Bard College: Nursery School	Sue Hartshorn (914) 758-6822 x177	-	3	13	M-Th 9-12	-	1	-	-	6,800	$	$	$	
Columbia University: Greenhouse Nursery School & Kindergarten	Maia Scherrer (212) 666-4796	10	16	34	M-Th 9-3 F 9-1 T-Th 1:30-4	8	-	-	1	90,000	$	$	$	
Columbia University: Tompkins Hall Nursery School	Elizabeth Bergstein (212) 666-3340	6	19	1	MWF 9-12:30 TTh 9-2:30	1	1	-	2	37,000	$	$	$	
Columbia University: Red Balloon Day Care Center	Rebecca Rikleen (212) 663-9006	12	9	24	M-F 8:30-5:30	4	-	4	1	150,000	$	-	$	$[1]
Cornell University: Co-op Nursery School	Toni Seiler	28	5	-	M-F 9-4	-	2	-	-	16,000	$	-	$	$[2]
Hamilton College: Clinton Child Care Center	Penny Schneider (315) 853-2929	-	11	10	M-F 8-5	-	6	-	-	35,000	$	-	$	$[3]
Hofstra University: Child Care Center	Carol Keyes (516) 560-3485	51	7	27	M-F 9-4	-	1	-	9	21,000	$	$	$	
Malcolm-King College: Children's Learning Center	Dorothy Courtland (212) 678-5834	40	-	-	M-Th 5-9 pm	-	1	-	1	3,500	$	-	$	$[4]
Marist College: Preschool	John Podzius (914) 471-3204 x127	9	5	22	M-F 8-5	1	3	-	-	16,000	$	-	$	

1 New York City Human Resources Administration
2 Student Government
3 Fund Raising
4 Gifts

TABLE A: ON-CAMPUS CHILD CARE FACILITIES - CONTINUED

INSTITUTION	DIRECTOR	PARENTS			HOURS	STAFF				BUDGET	FUNDING			
Rochester Institute of Technology: Horton Child Care Center	Lita H. Boudakian (716) 424-1244	14	19	11	M-F 8-5	2	1	1	3	$ 63,000	$	$	$	$[5]
Russell Sage College: Day Care Center	Diane Williams (518) 274-2149	6	10	39	M-F 7:30-5:30	8	-	-	1	65,000	$	$	$	$[6]
St. Thomas Aquinas College: Preschool and Kindergarten	Sr. Margaret McCann (914) 359-9500 x270	3	5	32	MWF 9-12 TTh 1-4	1	1	-	-	24,000	$	$	$	
Union College: Child Care Center	Mary Elmondorf (518) 370-6195	1	7	13	M-F 8-5:30	2	1	-	-	30,000	$	-	$	$[6]
Vassar College: Child Care Co-op	Justine Williams (914) 473-2444	-	7	7	M-F 8-5:50	1	2	-	1	32,000	$	-	$	$[7]
Wells College: Sunshine Center	Cynthia Avery-Rogers (315) 364-3212	2	16	6	M-F 7-5	2	-	-	-	4,800	$	-	$	$[8]

Source: Survey by Commission on Independent Colleges and Universities, 37 Elk Street, Albany, New York 12224

*Excludes facilities that are laboratory schools or child study centers.

**St includes graduate, professional, undergraduate, and continuing education students of that institution; FS is faculty and staff members; O includes parents from the community, including alumni of that institution, as well as students, faculty, and staff from other institutions.

***Staff includes professionals and non-professionals, full-time and part-time. It does not include students employed a few hours a week or assigned on work-study, as interns, to conduct observations, or to do research; nor does it include parents or volunteers who participate a few hours or one day a week.

****Funding includes parent fees, university funds (be they contributions in general or for specified expenses, like salaries) and university services (e.g., space, custodial services, utilities), as well as funds from the U.S. Department of Agriculture (school lunches), New York City Human Resources Administration (child care for eligible families), student government, gifts, (including individual donations and grants from organizations), fund raising efforts.

5 Student Government & Gifts
6 United States Department of Agriculture (USDA)
7 Gifts
8 Fund Raising

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TABLE B: ON-CAMPUS CHILD CARE FACILITIES* IN THE STATE UNIVERSITY OF NEW YORK, 1981

INSTITUTION	FACILITY	CHILDREN'S PARENTS** St	FS	O	STAFF Prof.	NonP	FUNDING*** Fees	Coll	SGov	Cnty	Welf	BOCE	USDA	CETA	UWay	Gift	Rais
University Centers																	
Albany	Day Care Center	23	3	38	9	1	$		$				$	$			
Binghamton	Preschl/Kindgtn	69	36	20	6	9	$		$				$			$	$
Stony Brook	Day Care Center	55	55	20			$										
Upstate	Day Care Center	3	21	--			$						$			$	
4-Yr. Colleges																	
Brockport	Child Care Center	25	22	54			$		$		$		$		$	$	
Buffalo	Day Care Center	60	9	--	5	1	$	$	$				$				
Cortland	Child Day Center	5	3	52			$			$			$				
Fredonia	Day Care Projet	5	16	22	3	4	$	$			$		$	$		$	$
New Paltz	Children Center	30	4	6			$		$					$			
Old Westbury	Child Educ. Center	56	6	5	7	2	$					$	$				$
Oswego	Children Center	12	15	28	2	3	$							$	$		
Purchase	Children Center	15	14	6	3	-	$	$	$								$
2-Yr. Colleges																	
Farmingdale	Nursery School	--	2	92	6	3	$										$
Broome	Kinder Kare	44	3	4				$	$			$					$
Columbia-Greene		33	2	--	1	4	$		$		$						
Corning	Day Care Center	41	3	--			$	$	$								
Dutchess		49	11	--					$								
Genesee	Child Care Center	32	10	--			$						$	$	$	$	
Jamestown	contract YMCA	16	--	--			$		$								
Mohawk Valley		40	7	--	2	-	$										
Onondaga	Child Lng.Center	23	6	1	3	1	$	$									
Rockland	Child Care Center	52	4	2	2	-	$		$					$			$
Sullivan	Child Care Center	32	--	--	-	2		$		$							
Tompkins-Cort.		34	6	--	2	-	$		$								
Ulster		45	--	--			$		$					$			

SOURCE: As reported by the Associate for Student Services, SUNY, Albany, New York 12246.

*Excludes facilities that are laboratory schools or child study centers.

**St includes graduate, professional, undergraduate, and continuing education students of that institution; FS is faculty and staff members; O is for parents from the community, including alumni of that institution, as well as students, faculty, and staff from other instutitions.

***Funding includes parent fees, college contributions (in funds or services), and financial support from student government or faculty association, county government, social services (welfare) department, BOCES, U.S. Department of Agriculture (school lunches), CETA, United Way, gifts (grants), and fund-raising efforts.

CASE STUDIES OF ON-CAMPUS CHILD CARE IN NEW YORK STATE

Adelphi University

Located in Garden City, in suburban Nassau County within the New York metropolitan area, Adelphi University has about 11,000 students in its undergraduate and graduate liberal arts, sciences, and professional programs.

Its Child Activity Center was founded in 1973 after a group of graduate students, many of them from the School of Social Work, conducted a survey of students, faculty, and staff to demonstrate need. In the eight years since then, the Center has grown from an annual budget of $30,500 in 1973 to $45,000 in 1981, and from and enrollment of 15 in Fall 1973 and 55 in Spring 1973 to 68 in spring 1981.

Children between the ages of 2 years 8 months to 5 years 6 months are enrolled. In 1981, 50 of the 68 children had parents who were unversity-affiliated; 35 parents were students, 11 faculty, four staff, and 18 were from the community. Parents register their children for as many hours as they deem necessary between 8:30 a.m. and 5 p.m., Monday through Friday, during the ten months of the academic calendar. Fees are charged by the week for children who attend at least 30 hours a week; by the hour for those enrolled for fewer hours. Fees are somewhat lower for the university-affiliated than for community residents. In 1981, the fees for university-affiliated parents were $46 per week or $1.90 per hour, in contrast to $58 per week or $2.25 per hour for community residents.

In 1973, the staff consisted of a director, one teacher, ten student aides, and one clerical aide. On staff in 1981, were a director, two teachers, 18 student aides, and a part-time secretary. Center staff members are employees of the University and as such they receive tuition remission and fringe benefits.

The Center is housed in two connected one-story prefabricated buildings, with a small adjacent outdoor playground. The University paid for the rental and subsequent purchase of the prefabricated buildings and their renovations. It still pays for custodial care, maintenance, heat, and utilities. Academic year 1980-81 was the first year in which parent fees covered all other expenses.

The Center has two large rooms. One is the "quiet" room and includes cots for naps; the other is the "active" room with a piano and play equipment. There is accident-injury insurance on every child.

The facility is licensed as a non-profit day care center and hence must serve lunch, though previously it was exempted from doing so. Discussions are underway regarding food service options and charges.

The Center is a field placement site for students majoring in social work, education, nursing, and speech arts. Administratively, it is part of the University College, which includes the Adult Programs.

Most parents using the Center are young married couples or single parents in their twenties majoring in one of the liberal arts and sciences. A questionnaire is periodically sent to parents requesting that they assess the program and relate their study or employment at the University to the child care that is afforded. There is also a parental "needs" questionnaire, the responses to which sometimes lead to new programs (e.g., the formation of a single parents' group).

Bard College

Located in rural Dutchess County in the mid-Hudson Valley, Bard College is a small liberal arts institution offering baccalaureate degrees. Its 700 undergraduate students, nearly all between 17 and 22 years of age, live in dormitories on campus. In 1965, faculty members organized a cooperative children's play group, with parents taking turns at supervision. Two years later, the group evolved into the Bard College Nursery School, run by a part-time teacher-director with the assistance of one paid student, also part-time. There were 15 children enrolled. The school's budget was less than $2,000. In 1981, there were 16 children enrolled (all over 3 and under 5 years of age) and the budget had risen to $6,000. The staff, all part-time, consisted of a teacher-director, three work-study students and volunteers.

The Nursery School is housed on campus in a small building donated by the College. It has a large playroom, a small room and toilet adjacent, and an outdoor playground. It is open four mornings per week, from 9 a.m. to noon, following the public school, not the College, calendar. A snack is served to the children.

Because it is not a day care center, the Nursery Shool is not licensed by the New York State Department of Social Services. However, it does have a permit from the Dutchess County Health Department. The College provides space, heat, custodial and bookkeeping services. The Nursery School is covered by the College's insurance program.

As part of its agreement with its American Association of University Professors chapter, Bard College makes the services

of the Nursery School available without charge to the children of the faculty and staff. Of the 16 children enrolled in 1981, three had parents who were on the faculty or staff of Bard College. (Many faculty members and/or their spouses who are employed full-time prefer to use either babysitters or a privately run full-day day care center located in a nearby community). The remaining 13 children come from surrounding communities, some from as far as 30 miles away. Their parents, who must provide transportation, pay a fee of $40 per month. None of the parents using the school have been Bard College students.

In 1980-1981, expenses were $6,800 and income from parent fees was $4,400, with the difference assumed by Bard College. The teacher-director (the only professional) is a part-time employee who receives no fringe benefits other than tuition remission. Because the Nursery School is small, she has many opportunities to talk with parents and obtain informal evaluative comments.

The Nursery School makes use of College equipment in its program (e.g., magnets from the Physics Department, skeletons from Biology, exhibits from Art, projector from Photography). The College's students utilize the Nursery School for observations (especially child development and psychology students) and for field experience (particulary film and music students).

Columbia University (I)

The Columbia Greenhouse Nursery School and Kindergarten is located adjacent to the University campus in upper Manhattan. The Greenhouse School evolved from a play group established in 1919 for the children of young faculty members. Initially intended as a reliable baby-sitting service, the program gradually became more education-oriented.

The Greenhouse School is a parent cooperative, with parents responsible for general policy-making, financing, committees, and projects. The director and teaching staff are responsible for instruction and operation. The University has traditionally made an annual contribution to the school. Children of faculty, staff, and students receive priority admission.

In 1980-81, there were 60 children enrolled: ten of them had student parents, ten had faculty parents, six had University staff parents, and 34 were from the community. The available schedules and fees were: five days a week, 9 a.m. to 1 p.m., $1,500 per nine-month year; four days, 9 a.m. to 3 p.m., plus one day to 1 p.m., $1,975; and three days, 1:30 p.m. to 4 p.m., $880. Children brought their lunches. The University

provided financial aid for faculty members' children attending kindergarten. It also provided space, heat, utilities, payroll services, and $5,000 in scholarship aid used to subsidize enrollment costs.

In 1980-81, the staff included a director, seven full-time teachers, and a part-time aid. The professionals received tuition remission from the University. In addition, the University assigned work-study students to the Greenhouse School. The total budget exceeded $90,000. Except for the services and subsidy provided by the University, the Greenhouse School is supported entirely by parent fees. (Some years ago, the School received foundation funds for new equipment and office supplies.) Salary checks are issued by the University and vendors are paid by the parent-treasurer.

Parents learn about the school through word of mouth and from brochures distributed to appropriate offices (e.g., Housing).

Early in the school year, a questionnaire is distributed to parents to elicit their views about the School and its program. At the end of the school year, the staff holds an evaluation session.

The Greenhouse School occupies a first floor apartment in a townhouse. The apartment contains a large front room, an L-shaped room, cloakroom, kitchen, and lavatory; outside is a large yard with playground equipment. The kindergarten, located in a basement of a residential apartment house, has two playrooms, two lavatories, an office and an outdoor playground.

The Greenhouse School is licensed as a kindergarten by the New York State Board of Regents and as a nursery by the New York City Department of Health. It is inspected periodically by the New York City Fire Department.

Columbia University (II)

Tompkins Hall Nursery School was founded as a play group in 1930 to induce young faculty members to live near the University. Its Board of Trustees consists of parents of children presently or previously enrolled.

In 1980-81, there were 26 children enrolled, six of whom had student parents, 12 had parents on faculty, seven had parents on staff, and one was from the community. Parents learn about the school by word of mouth and through brochures that are distrbuted and posted.

Tompkins Hall is open according to the University calendar. It offers programs five days a week, from 9 a.m. to 12:30 p.m.

Children over 4 years of age have the option of remaining until 2:30 p.m. two days each week and bringing their own lunches. In 1980-81, the fee for half days was $950 per nine-month year. However, if the parent worked at the school one morning each week, the fee was reduced to $500. If the child remained in the afternoon, there was an additional charge of $200.

The budget for 1980-81 was $37,000, of which $20,000 was a subsidy from the University, with the remainder derived from parent fees. The University also provided space, heat and insurance.

The staff in 1980-81 included two licensed teachers, one full-time and one part-time. Their salaries were paid in part by the University and they received tuition remission. In addition, two unlicensed part-time teachers and 18 parents contributed one day of labor per week. A ratio of no more than five children to each adult is maintained. One parent meeting each year is devoted to evaluation.

Tompkins Hall is located in a six-room apartment on the ground floor of an apartment building next to the campus. There is an art room, music room, quiet room, doll room, kitchen, toilets and large foyer. The roof of the apartment house contains a playground with equipment, sheds, and a heated lavatory.

The Nursery School is licensed by the New York City Department of Health and is inspected by health and fire officials.

Columbia University, III

The Red Balloon is a parent cooperative day care center with a kindergarten program. In 1972, when the University constructed a large apartment building a few blocks from its campus to house faculty and staff members, part of one floor was designed for use as a day care center. The initial enrollment was ten children whose parents were affiliated with the University. By 1980-81, the enrollment was 45 children; 12 of the parents were students, four were faculty members, five were staff members, 24 were from the neighborhood.

The Red Balloon offers a year-round five-day program, from 8:30 a.m. to 5:30 p.m. The fee is set each year by the parent board. In 1980-81, it was $265 per month. If the parent worked at the center one day per week, the fee was reduced to $135 per month. Many parents from the neighborhood are eligible for day care assistance from the New York City Agency for Child Development; they are charged on a sliding scale.

In 1980-81, the budget was $150,000, of which about $70,000 was derived from parent fees, another $70,000 from the New York City Agency for Child Development, and about $10,000 from the U.S. Department of Agriculture for school lunches. The University provides space, utilities and heat. The parents elect the officers, who, in turn, hire the staff. On staff in 1981 were a director, three licensed teachers, three assistant teachers, and a bookkeeper (who pays staff salaries and vendors). In addition to the full-time staff, a part-time cook prepared breakfast, hot lunches and snacks daily.

There were also work-study students, parents (each working one day a week), student interns, and neighborhood residents participating. The center serves as a field placement site for education and nursery students. Ratio of children to staff is 10:3 for 2 year-olds (ten of the 45 children are between 2 and 3 years of age), 15:3 for 3 year-olds, and 18:3 for 4 and 5 year-olds.

Parents learn about the program through word of mouth, women's groups, and neighborhood groups. Questionnaires are provided to parents periodically to obtain their evaluations of the program.

The Red Balloon is licensed by the New York City Department of Health and is inspected by the New York City Fire Department. The New York City Agency for Child Development evaluates its program and audits its financial records, and the U.S. Department of Agriculture audits its records pertaining to food service. Its facilities include three large classrooms (each with sinks and toilets), a gym, kitchen, lavatory, staff room, two offices, and an outside playgound.

Cornell University

Cornell University, with 17,000 graduate and undergraduate students, comprises several state and independent schools and colleges. It is located in Ithaca, Tompkins County, in the Finger Lakes regions.

The University Coop Nursery School was organized as a parent cooperative in 1970 by graduate students with families. Originally housed in an empty apartment, it moved in 1971 to rented quarters in a relatively new student union building on campus. Since its inception, the Nursery School has had a Board of Directors elected by the parents. All parents are required to contribute time and labor.

The Nursery school, which began with one teacher, now has two. They are assisted by parents and by a few volunteers. There is a 6:1 child-adult ratio. The enrollment has grown from 23 children in 1970 to 33 in 1980-81. All parents are affiliated

with the University: 85 percent of the children have parents who are students, 9 percent have parents on faculty, and 6 percent have parents on staff. Three-quarters of the children come from foreign student families; two-thirds in nearby University housing for married students. Of the 33 children enrolled in 1980-81, 30 were between 3 and 5 years of age.

The Nursery School occupies a very large room with an outside balcony. There are toilets on the same floor and a play area and equipment shed outside. In 1980-81, expenses--including salaries, rent, insurance, office expenses, and program supplies--were $16,400. Income from parent fees was $17,900, providing a surplus for the year. (In addition, $850 was obtained from the student government for the acquisition of particular equipment. Another $250 was raised specifically to acquire kitchen facilities.)

Parent fees are scaled according to annual income and the number of days per week (two, three or five) the child attends. In 1980-81, 60 percent of the parents had an annual income of under $10,000. They paid a monthly fee of $19.80 for two days of attendance per week, $29.70 for three days, and $49.50 for five days. Parents with incomes of between $10,000 and $20,000 paid a monthly fee of $22.44 for two days attendance a week, $33.66 for three days, and $56.10 for five days. The monthly charge for those with incomes over $20,000 was $25.52 for two days of attendance a week, $38.28 for three days, and $63.80 for five days. The Nursery School places advertisements in the campus newspaper and posters announcing the program are distributed by parents.

The treasurer of the Nursery School, a parent who has been elected to the post, pays all the bills except salaries. Salaries and fringe benefits, though derived from parent fees, are processed through the University, which enables the Nursery School to obtain less expensive rates on fringe benefits.

The Nursery School, which operates according to the University calendar, is open three hours in the morning and three hours in the afternoon and can accommodate 24 children in each session. Children may attend both sessions if they go home for lunch.

Student teachers serve as interns as part of a course in the University's Department of Human Development. In addition, some college students, after obtaining the approval of parents and teachers, conduct research projects at the School.

Hofstra University

Located in Hempstead, suburban Nassau County, within the New York metropolitan area, Hofstra University has about 10,000 students in its undergraduate and graduate liberal arts, science, and professional programs.

In 1973, the decline in enrollment of education majors resulted in the closing of the University's laboratory preschool. In 1975, partially in response to pressure from women's groups on campus, the University established a service-oriented child care center. It donated space, heat, light, custodial services and $2,000 in seed money with the hope of providing service to parents who might be attracted to its graduate, undergraduate, and continuing education programs. There was also the hope that the Center, through the fees charged to parents, would become self-supporting. The University continues to provide space, heat, lights, utilities, and custodial services, and makes up any difference between expenses and income derived from parent fees.

The closest the center has ever come to breaking even was in 1979-80, when its expenses were $17,000 and its income was $16,700--a difference of only $300 to be made up by the University. During 1979-80, parents with children enrolled in the Center took a total of 195 course credits, generating $19,500 in tuition. In response to a questionnaire, the parents stated that 108 of these course credits, which generated $10,800 in tuition, were taken as a direct consequence of the Center being available to them.

The Center is scheduled to stay open from 9 a.m. to 4 p.m. (with extension earlier or later possible, depending on parental need) for the 46 weeks of the University calendar. It offers only part-time service; that is, no child may participate more than three hours in any one day. However, it is not a drop-in arrangement; parents must register for particular days and hours. These may include, in addition to the parents' periods of class attendance, the time necessary for library work, consultation with professors, meetings with fellow students, and extracurricular activities. Extra time may be requested (for example, during periods of examination and term paper preparation) and is usually provided. Promotional announcements and brochures describing the University's programs include information about the Center and the services it provides.

The Center gives priority to children of University students, faculty, and staff. It will accept other children only if space is available. In 1980-81, student-parents paid $2 per hour; others paid $2.50. Of the 85 children who were enrolled

throughout the year, 51 had student-parents, seven had faculty-parents, ten parents were affiliated with nearby colleges and 17 parents were from the surrounding community.

The Center opened in the fall of 1975 with only three students enrolled. The enrollment soon grew, but in the initial year of 1975-76 the expenses of $18,000 were far greater than the income $5,500 from parent fees. In 1980-81, the difference was substanially less: $19,100 in expenses vs. $16,800 in fees.

Initially part of the School of Education, the Center is now part of the Department of Psychology. It consists of a large room and an adjacent storage room on the second floor of an academic building that also contains classrooms and faculty offices. There are toilets upstairs and a small play area outside. Students taking education and psychology courses utilize the Center for field experience, test administration, and supervised research.

The director of the Center, the only professional on its staff, occupies an administrative position within the University. She is aided by paid student assistants, graduate and undergraduate, who do not receive tuition remission. There is a 4:1 child-staff ratio.

Because children are enrolled for less than three hours per day, there is no provision for meals or naps. Since there is insufficient professional staff, the Center is not a licensed child care facility.

Marist College

Located beside the Hudson River in Poughkeepsie, Dutchess County, Marist College has an enrollment of 2,100 undergraduate and graduate students.

In 1974, a group of undergraduate students began to offer child care services in a section of a dormitory. To provide continuity and to ensure properly supervised operation, the College administration asked that the Psychology Department assume responsibility for the program. A psychology professor, appointed by the department chairperson, has been director of the Marist College Preschool Center ever since. Aiding him is a Council of Advisors composed of faculty, staff, students and parents.

In addition to the director, the staff originally included three graduate psychology students (Master's degree candiates), each working separate three-hour shifts five days a week, plus six undergraduates (some on work-study assignments). By 1980-81, one of the graduate students was

serving as assistant director, handling administrative tasks, and the number of undergraduates involved had grown to 17. A child-adult ratio of 5:1 is maintained.

In 1975 the enrollment of the Preschool Center was 18 full-time equivalent (FTE) pupils. In 1980-81, it was 21 FTEs or 36 children, of whom nine came from student families, five from faculty families, and 22 from the surrounding community. All the children were between 3 and 5 years of age.

The Preschool Center, which is open daily from 8 a.m. to 4:45 p.m., operates according to the College calendar. Parents may select a schedule of half days (from two to five a week) or full days (from one to five a week). In 1980-81, the fees for two half-days were $10.80 per week (or $162 per semester) and $24 per week (or $360 per semester) for five half-days. Half the children attend five full days a week. The Preschool Center provides milk and snacks; children attending full days bring their lunch. Five physically disabled children were recently admitted; they, with their own teacher and teacher-aid, attend three mornings a week.

The college provides the Preschool Center with space, heat, utilities, telephone, and bookkeeping services without charge. Apart from these contributions, the Preschool Center is expected to balance its expenses and income. In 1980-81, expenses were $16,000, including salaries, supplies, equipment, and insurance but not including $7,000 paid to work-study students. Parent fees were $16,000 with some children attending on scholarships. The Preschool Center children have the use of the College pool and they visit college facilities (e.g., the computer center, science laboratories). Students in graduate and undergraduate psychology courses utilize the Preschool Center in fulfilling course requirements (e.g., testing).

Student parents learn about the Preschool Center from the College catalogue and from the Offices of Continuing Education, Admissions, and the Registrar.

The Preschool Center occupies premises that are an extension of a gymnasium building. There are two large paneled rooms for program use, an office, lavatory, sink-refigerator room, and storeroom, as well as a fenced-in play area outside. The premises are inspected periodically by local health and fire officials. The Preschool Center's application as a day care center is under consideration by the New York State Department of Social Services.

Rochester Institute of Technology

The Rochester Institute of Technology, located in Monroe County, has an enrollment of more than 12,000 undergraduate and graduate students, commuter and residential.

The Horton Child Care Center was established in 1972, when, at the initiation of an R.I.T. trustee, a grant was obtained from a local citizen for a child care center that would enable mothers to continue their education while providing educational benefits to their children. The basement of a house in an on-campus apartment complex was redesigned and renovated by R.I.T. for this purpose.

At the onset, the Center was a nursery school offering two half-day sessions per week. It enrolled about 35 children and its staff consisted of a full-time teacher-director, two part-time teachers, a student intern from the Institute's social work program, paid part-time student aides and volunteers.

A survey of parents taken in 1975 indicated that many of them needed extended hours. The Center accordingly increased its hours to five full days per week (7:45 a.m. to 5 p.m.), purchased cots for naps, installed a kitchen, and began serving lunch. It fulfilled the legal requirements to become a licensed day care center and a registered kindergarten. (The public school kindergartens offered half-day programs only.)

By 1980-81 the Center had 44 children enrolled, 34 under 5 years of age and ten over 5 years. Most of the parents were affiliated with the institute: 12 were students (including many foreign students), 12 faculty, and seven staff. There were 11 from outside R.I.T., most of whom were affiliated with the University of Rochester Medical School. The Center's staff now includes one full-time teacher-director, two teachers (one full-time and one part-time), a full-time aide, eight part-time student aides paid with work-study funds, and volunteers. There is a 6:1 child-adult ratio. The children of the Center were racially and ethnically heterogeneous.

The Center is part of the Institute structure. Formerly under the Dean of Finance and Administration, it is now under the Assistant Vice President for Learning and Development (whose other concerns include academic support services and community service endeavors). The director of the Center occupies an administrative position at R.I.T., and the salaries of its professional staff are determined by the same criteria that apply in other Institute departments. Center staff members receive the same fringe benefits, including tuition remission, as other R.I.T. employees. Center policy is made by the

Institute administration, with input from an Advisory Board that includes R.I.T. trustees, administrators, students and parents.

Except for two weeks in August, the Center is open year round. Children may attend on any schedule ranging from half-days to five full days a week, with a maximum of 35 children per session. Eighty percent attend all day, every day. Parent fees vary with child attendance, ranging from $47 per month for two half day a week to $190 per month for five full days a week. After school care costs $3.30 per day or $14.30 per week. Students enrolled in the Institutes's Higher Education Opportunity Program receive financial assistance for child care.

In 1980-81 the Center's expenses (including salaries, fringe benefits, food, supplies, equipment, insurance, and telephone, plus the costs of attendance at conferences, organizational dues, and hospitality) was over $63,000. Its income was $58,400. The difference of $4,600 was assumed by the Institute.

Parent fees, which amounted to $45,400, constituted the largest source of income. Gifts totaled $2,400. There is a scholarship fund made up of contributions by R.I.T. women's groups, the R.I.T. student government, and private donors, including the family of the original donor. In 1980-81, this fund provided $6,000 to assist parents who could not afford the full fee. R.I.T. financial aid to the Center is intended to keep parent fees at reasonable levels. In addition to its direct subsidy, the Institute provides space, heat, utilities, bus transportation, and free use of the swimming pool. R.I.T. also provides payroll, vendor payment, and other bookkeeping services. Not included in the Center's operational budget are donations made for specific purposes, such as $5,000 to renovate the kitchen.

The Center maintains cooperative arrangements with R.I.T.'s academic departments. It accepts interns from the Social Work and Dietetic programs and its staff receives in-service training from the Art and Physical Education Departments. In addition, Center children visit campus facilities (e.g., the radio and television stations) and make off-campus field trips in buses provided by R.I.T. The Center is described in the admissions material furnished to every R.I.T. student.

The Center consists of a spacious room, with a central core that contains a toilet and kitchen facilities, and an adjacent office. In addition, there is an extensive outdoor play area with playground equipment and basketball hoops at the appropriate height for children.

The Center is licensed as a day care center by the New York State Department of Social Services and is registered as a kindergarten by the New York State Department of Education. It is inspected periodically by local health and fire officials. In 1981-82 the Center began a program to train mothers residing on campus in providing home care for infants and toddlers.

Russell Sage College

Russell Sage Callege is located on the bank of the Hudson River in Troy, Rensselaer County. It has an enrollment of about 3,500 graduate and undergraduate women.

In 1978, a group of adult women who were returning to college were joined by interested faculty members in conducting a survey of child care needs among faculty, staff, students, and local alumnae. Based on its findings, the Russell Sage College Board of Trustees and the College president authorized a loan of $10,000 for the establishment of the Russell Sage College Day Care Center. In 1979 the College rented space from a nearby church, hired a director, and the program was launched.

The Center is part of the College with the director reporting to the Vice President for Student Affairs. The staff receives tuition remission, and the College provides custodial services, maintenance, purchasing (including food buying) bookkeeping (including payroll and vendor payment), public relations, and insurance coverage.

The Center offers three programs: for infants aged 8 weeks to 18 months; for toddlers 18 to 36 months, and for preschool children 3 to 5 years old. All children are tested to determine their individual needs. In 1981, there were 55 children enrolled: 19 had parents affiliated with Russell Sage College (six students, four faculty, six staff, and three local alumnae), 25 had parents affiliated with nearby Rensselaer Polytechnic Institute (including many foreign students) and 11 were from families in the Troy-Albany area.

The Center is open weekdays year round, except on legal holidays. Children may attend full-time (from 7:30 a.m. to 5:30 p.m., Monday through Friday) or part-time (mornings or afternoons on a daily or weekly basis). About 50 persons, children and employees, are served lunch daily at the Center. A maximum of 43 children are cared for at any one time. On staff are eight full time professionals (one teacher-director, one head teacher, six teachers), a part-time cook, and 15 unpaid student volunteers. The child-staff ratios are 4:1 for infants, 5:1 for toddlers, 7:1 for 3 year olds and 8:1 for 4 year olds.

The Center's expenses, including salaries, rent, heat, utilities, telephone, food, equipment, and supplies, were about $65,000 in 1980-81. Its income was about $60,000. Except for a small U.S. Department of Agriculture allowance, the income was derived entirely from parent fees. (Fees depended on usage: the charge was $56 for five full days a week, $35.25 for three full days a week, and $6.25 per half day). The difference of $5,000 between expenses and income was assumed by the College.

Nursing students have used the Center to make observations, to give tests, and to learn to care for and examine babies. Psychology students have used it to study language development, make observations, and administer tests. The Center is a field placement site for Education students. In addition, Health Education students have taught hygiene, and Physical Education majors have taught games and dancing at the Center.

Student parents learn about the Center at the Office of Admissions and through the Office of Continuing Education. Faculty and staff receive brochures which describe the the Center's services and operation.

The Center occupies three floors of premises rented from a neighboring church. The basement contains three classrooms, a playroom, and a toilet. The main floor includes a large kitchen, gymnasium, and lavatory; and the second floor contains three classrooms, a staff room, an office, and a toilet. For outdoor activities, the Center uses a nearby playground.

The Center is licensed by the New York State Department of Social Services as a day care center permitted to serve children and toddlers. It is inspected by local health and fire officials.

Saint Thomas Aquinas College

Located in Sparkill, Rockland County, Saint Thomas Aquinas College has about 1,100 undergraduate students. Its Preschool and Kindergarten was established in 1971 to serve adult students and the local community.

The Preschool and Kindergarten is part of the College's Department of Education. Its staff consists of a director-teacher, one part-time teacher, and an undergraduate assistant paid by work-study funds. The professionals on staff have state certification and appropriate college degrees. They are employees of the College and, as such, receive tuition remission.

The facility operates according to the public school calendar. Children are enrolled in the kindergarten program for five mornings a week (9 a.m. to noon). The fees are $600 per semester plus a $2 insurance premium. In the nursery program, children may be enrolled in the afternoon (1 p.m. to 4 p.m.) two or three days a week, or in the morning two, three, or five days a week. Fees are $450, $600 and $700, respectively, plus the insurance premium. Faculty parents pay a reduced fee in the initial two years of their appointment. After that, they pay nothing.

In 1980-81, the expenses of the Preschool and Kindergarten were about $25,000. This included salaries, fringe benefits, supplies, equipment, and snacks. Parent fees totaled about $21,000. The $4,000 deficit was assumed by the College, which also contributed payroll and vendor payment services, space, heat and utilities, as well as the use of the gym, audio-visual equipment, and vans for off-campus trips.

Students in early childhood education courses visit the Preschool and Kindergarten to make observations and gain experience. In addition, physical education, speech, and hearing specialists on the faculty have provided assessments and consultations upon request.

The Preschool and Kindergarten advertises in the local newspapers and through area churches. In 1980-81, there were 40 children enrolled: three from student families, four from faculty families, one from a staff family, and 32 from the community. A child-adult ratio of 6:1 is maintained in each session. The Preschool and Kindergarten occupies a very large room on the ground floor of a college building; an office and sink-toilet facilities are located in nearby alcoves. Outside, there is a large fenced lawn with a playground.

The facility is licensed by the New York State Education Department and is inspected periodically by local health and fire officials.

An educational enrichment program is offered on Saturdays for children 5 to 12 years old.

Union College

Located in Schenectady, Union College has about 3,200 graduate and undergraduate students. The Union College Child Care Center, a parent cooperative, was organized by faculty and staff members in 1974. The College provided a wood-frame house on campus and a $5,000 loan, to be repaid within 15 years.

The Center offers two programs: one for toddlers 18 months to 3 years old, of whom five can be cared for at any one time; and another for children 3 to 5 years old, with a maximum of 12 in any session. (A program for infants was discontinued due to lack of space.) Teachers are appointed by the Center's Board of Directors which is elected by the parents. In 1980-81, there were two full-time teachers and one part-time teacher caring for 21 children. Seven of the children came from faculty families, one from a student family, six were children of local alumni and seven were from the surrounding community.

The Center is open according to the College calendar. Parents select various combinations of hours of child attendance at the beginning of each trimester. A full-day session lasts from 7:45 a.m. to 5:30 p.m.

Parent fees vary with extent of use and age of child. In 1980-81, the charge for one week (five full days) was $63.25 for toddlers and $52.75 for children over 3 years of age. A single full day was $13.85 for toddlers and $11.30 for older children. There are part-time rates for blocks of time in the morning and in the afternoon, with special rates for periods that include lunch. In addition to paying fees, parents are expected to assist the Center by buying food, preparing lunch, cleaning the premises, and serving on committees.

With the exception of rent-free space, maintenance of the heating system and grounds, and payroll services, all of which are contributed by the College, the Center is financially self-sustaining. In 1980-81 the expenses and income of the Center were both $30,000. Expenses included salaries, heat, utilities, telephone, insurance, equipment, and supplies (with vendors paid by the parent-treasurer). Except for a U.S. Department of Agriculture allowance and some fund raising, which amounted to a few hundred dollars each, the income of the Center derived entirely from parent fees.

The Center sends an annual letter to faculty and staff describing its program and fees. Children are taken on visits to science laboratories and art exhibits at the College Psychology students make observations and administer tests at the Center.

The Center occupies a wood-frame house with a fenced playground outside. For safety, all rooms used by the children (a toilet, two small rooms for the toddlers and a large room for the older children) are located on the first floor. There is also a kitchen where hot lunches are prepared by parents. Upstairs are storage rooms and a staff room.

The Center is licensed by the New York State Department of Social Services as a day care center for children from 18 months to 5 years old.

Vassar College

Located in Poughkeepsie, Dutchess County, in the Mid-Hudson region, Vassar College has about 2,300 graduate and undergraduate students. Vassar College Nursery School has a nationwide reputation as a laboratory school. The Vassar Child Care Cooperative, a separate organization, was founded in 1978 by faculty families in which both parents were employed. The College provided a rent-free house on campus. The program began with an enrollment of six children and with one parent serving as director. By 1980-81 the enrollment had grown to 14 children, half were from faculty families and half from families not affiliated with the College. Thirteen of the 14 children were infants and toddlers under 3 years of age.

In addition to its part-time parent-director, the program originally had two part-time teachers who were aided by undergraduate students. By 1980-81, there were a full-time professional teacher-director and two part-time teachers (all certified professionals), a part-time aid, fieldwork students from the Education and Psychology Departments, and 15 paid part-time undergraduate students (some of whom were paid under the work-study program).

The Cooperative is entirely supported by parent fees and labor, plus occasional donations. The College provides only the house. The Cooperative's budget in 1980-81 was $32,400 which included salaries, heat, utilities, telephone, insurance, and all equipment and supplies. All funds are disbursed by the director. The Cooperative is overseen by a Board of Directors that consists of parents of enrolled children and members of the community who serve by invitation.

The Cooperative is open year round, except for holidays and Christmas week. In 1981-82, parents whose children attended full-time (five days a week from 7:45 a.m. to 5:30 p.m.) paid a monthly fee of $260. The children brought their lunches. Parents whose children attended part-time (four and a half hours, either morning or afternoon, five days a week) paid $130 per month. In 1980-81 these fees were $300 and $150, respectively. In addition to fees, each family is expected to provide two hours of weekly service (e.g., maintenance, cleaning, typing). Faculty members learn about the Cooperative through material placed in their mailboxes and distributed by their deans.

The Cooperative is located in a frame house on campus. On the first floor are two rooms, a kitchen, and a sun porch. There is a bathroom upstairs. Outside is a play area and a very large lawn.

The Cooperative is licensed by the New York State Department of Social Services as a day care center which is permitted to enroll children from 9 months to 3 years old. Local health and fire officials inspect the premises periodically.

Wells College

Wells College, a liberal arts institution with an enrollment of about 500 undergraduate women, is located on Lake Cayuga in Aurora, New York. The Sunshine Corner, the College's on-campus child care facility, was established in 1975 in response to a campaign by faculty members who needed the service. Originally the programs offered all-day service five days a week. Two years later, the schedule was reduced to three hours a day for three days a week. This was found to be inadequate, however, and the full-time schedule was resumed under a new director.

The Sunshine Corner, which occupies a former four-person dormitory suite, includes a sleep room, playroom, bathroom, and sink-craft area. In addition to space, the College provides heat, water and a telephone. Because the Sunshine Corner has no cooking facilities, lunches are purchased from the College dining hall.

At present, two adults--the director and her partner--care for a total enrollment of 24 children. Only 12 children attend at any one time, resulting in a child-staff ratio of 6:1. In 1980-81, the children ranged in age from infancy to over 5 years; 80 percent were under 3 years old. Their parents included two students, eight faculty, eight staff, and six community residents. Children may arrive any time between 7 a.m. and 4:30 p.m. Most have a regular schedule of attendance, but some are accommodated on a drop-in basis.

The Sunshine Corner is supported by parent fees and occasional fund-rasing efforts (e.g., bake sales). In 1980-81, its income was $4,800 (exlcuding the College's contribution cited above), which equaled its expenses (salaries, food, insurance, equipment, supplies). It always breaks even. The director handles all finances, including fee collection, purchases, and salaries.

All parents pay the same fees. In 1980-81, the charge for under three hours was $1 per hour, with lunch extra. For four to six hours, the fee was $6 per day including lunch. Parents learn about the Sunshine Corner mostly through word of mouth.

In addition, ads are placed in the local "Penny Saver" newspaper and the Office of Continuing Education informs adult students of the availability of child care.

The Sunshine Corner follows the public school calendar. When the College is in session, it functions on campus. When the College is closed, it functions at the home of the director who ran a home babysitting service before she was asked to take charge of the College facility. College students sometimes drop in to help with the children on a voluntary basis or to fulfill course requirements (e.g., sociology students have visited to make observations about communication and language development).

The Sunshine Corner has neither licenses nor permits. It is virtually an entrepreneurial (though nonprofit) operation, to which the College gives space and related services. In essence, the program involves babysitting or child-minding, with play, rest, snacks, and lunch also provided by two caring adults. The director maintains candid relationships with the parents and keeps herself informed about their opinions regarding the program.

SUMMARY

The need for child care differs. For some institutions there is no need. Others have reason to provide for the care of preschool children of staff, faculty, students (enrolled and potential)* and/or community residents. The assessment of need involves not only the number of children to be served but the kind of program appropriate for them.** Once these issues are decided, it is possible to estimate space-facility, equipment, staffing and supply requirements,*** and then to draw up budget estimates.

Based upon these estimates, judgments can be made about funding sources: How much can come from parent fees? (The higher the fees, the fewer parents--especially student parents--can afford them.) How much can come from other sources? What must the institution provide****--and for how long?

This report describes the experiences of a variety of independent institutions throughout New York State in providing different kinds of on-campus child care. From the

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*One suburban institution, eager to expand its enrollment of part-time adult students, conducted a survey of enrolled students and, based upon their responses, decided that there was little need for a child care program. However, the fact of their enrollment indicates that most of their respondents either had no preschool children or were able to make satisfactory arrangements for child care. Potential students and their child care needs should have been the subjects of study.

**This depends upon the age of the children to be served, the number of hours per day and days per week that parents would use the center, the preferences of parents regarding programs, etc.

***Official state and local requirements must be taken into account as well.

****Motivation for institutional financial participation varies. For some, it is altruistic: to provide a needed service. For others, it is mandated (e.g., it is a community service as required by Dormitory Authority regulations). For others, it is just good business: to attract more faculty applicants (e.g., adjunct faculty to teach business courses) or to bring in more part-time adult students (especially to graduate, professional, and continuing education programs).

survey data and the case studies that have been presented, academic administrators may learn how institutions similar to their own provide such services. By contacting the institutions, visiting their facilities and talking to administrators, center staff and parent-users, campus administrators may be able to make enlightened decisions or plan more effective, efficient or economical programs.

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